Sexuality Education
Lesson Plan #1

Health Education
Grade 10

Content Area: Sexuality Education

Health Literacy: Effective Communicator and Critical Thinker


Activity Title: Ground Rules and Overview of Unit

Inclusion/Purpose: To meet the needs of all students the class and teacher will set the ground rules for Sexuality Education. A general overview of the unit is also in the lesson. This is given by visual aid, overhead and explanation. All students get handout of key terms and etc. titled, “Terms and Information,” so that those with learning disabilities have the correct terminology and information in their possession.

Prior Knowledge: Students should have had some sort of Sexuality Education in their previous grades. Students should have some general knowledge about parts of the female and male reproductive anatomy, pregnancy and birth, Teen Pregnancy, STD’s, HIV/AIDS, Communication, and Sexual Pressure. Parents of students should have attended the meeting about the Unit and/or given consent for the child to be in class.

Objective for Activity:
By the end of the lesson students will be able to list the ground rules agreed upon in class for the Sexuality Unit and be able to describe/list the definition for Adolescence and Puberty. Students will be able to describe 2 changes in puberty that occur in males and also 2 changes for females.

Materials Needed:
Teacher should have clear transparencies to write the agreed upon ground rules on. A chalkboard works just as well. Students should have their notebooks and journals with a writing utensil to class. Teacher should have paper copies for all students of “Terms and Information,” which gives terms used in class and information about the physical changes of puberty.

Description and Directions for Activity:
Students should be in a seating arrangement where they are all facing the front of the classroom. They should also be in groups of 4 one group has 5.
Anticipatory Set: (30 minutes)
Teacher gives an introduction to the unit. State that the class will now be entering the Sexuality Education Unit. Go through Warm-Up Questions.

WARM-UP QUESTIONS:
- What is it like to be in senior high? Ask students to describe it on paper and then discuss answers to group, and then in class.
  For many people, being in junior high makes the highs seem higher and the lows seem lower. Why do you think these years are so wonderful and so awful? Comment briefly about the ideas shared by the students, pointing out feelings of being caught or confused between the feelings of a child and the feelings of an adult, or being expected to act like a child one minute and an adult the next.

- What do we mean by adolescence? Adolescence literally means becoming an adult. It means that you are moving from the thoughts, feelings, body, and relationships of a child to an adult's thoughts, feelings, body, and relationships.

- What is puberty? Puberty refers specifically to the physical and mental changes people go through during adolescence.

Procedure:
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2. Stretch (45 seconds)

3. Ground Rules (35 minutes)
Teacher explains to students that in order to make the Sexuality Unit more effective and successful we need ground rules. The establishment of ground rules at the beginning of a class accomplishes several purposes. Ground rules make it
clear to students what type of language and behavior is considered acceptable. Students are more likely to behave appropriately when they know what is expected of them. Once ground rules have been clearly stated, the teacher can refer to them when dealing with difficult classroom situations. Finally, ground rules help students feel more comfortable by making them aware of expectations and limitations on themselves, their peers, and the teacher.

When setting the ground rules, start by having a different student volunteer read each rule aloud and explain what the rule means in his or her own words. The teacher can also have the students brainstorm a list of rules they think will make the class more successful, then let everyone vote on the ones they want to keep. Feel free to add any important rules that the students may have omitted. The ground rules should be kept visible for all sessions and referred to as needed throughout the curriculum.

Tell the students that together they will come up with the ground rules for the unit. All ideas are written on the board and then from there the class decides which ones will be kept for the ground rules. If there is a discrepancy if a rule should be passed, majority wins but the teacher has the final say if it will be part of the rules.

**Ground Rules Suggested:**

1. All points of view are worthy of being discussed. No preaching or putting down someone else's values or ideas. Insults are not allowed.

2. Respect the person speaking by giving your full attention. If you wish to speak, raise your hand and wait to be called upon.

3. Questions are encouraged and may be asked at any time. There is no such thing as a dumb question. Questions only indicate a desire for knowledge; they do not tell you anything else about the person asking the question. There will also be a question box at the front of the room, if you have a question you prefer not to ask out loud.

4. It is O.K. for the teachers and students to blush, feel embarrassed, or not know the answers to all the questions.

5. Try to use common or medical terms in class discussions so that everyone can understand. It's okay for students to bring up slang terms, but make sure that
everyone also knows the medical term. Certain “inappropriate” slang terms will be given their medical term and from that point on the medical term will be used.

6. Everyone has the right to "pass" on answering questions or participating in activities that make them feel uncomfortable. You may be asked to give a reason why you are passing.

7. The teacher also may choose not to answer a question in front of the entire class.

8. This classroom is a safe place to be yourself and talk about things that are personal to you. Things you share with the class will be kept strictly confidential. They will not be discussed outside the classroom.

9. Teachers will respect the confidentiality ground rule as well, except in cases where they are required by law to disclose information, e.g. sexual or physical abuse. In this event, the teacher will discuss privately with the student exactly what he/she is legally obliged to do.

10. If you or people you know have a complaint about the class, come directly to the teacher to discuss it.

11. Students are encouraged to discuss the issues raised in class with their parents and give an accurate account of what the class is about. Do not sensationalize.

**12. Very Important- the teacher will not discuss any personal information. If a student asks a personal question for the teacher the teacher will not answer and will move on to the next question.
5. Discussion of Physical Changes of Puberty (15 minutes)

**The physical changes of puberty**

Briefly review the physical changes of puberty, emphasizing the following points:

- Increased size and coordination so that adult roles can be mastered
- Preparation of the body to become a parent before you "feel ready" to actually do so
- (Note any slang your students use and make sure that they also know the correct biological terms.)
- All students are given worksheets with the general knowledge on it following the discussion so that those with learning disabilities have the correct terminology and information.

The changes of puberty are controlled primarily by the body's endocrine system. The major visible physical changes usually occur in the following sequence:

Have the students discuss what they think are the physical changes that occur in girls and boys. Answers include:

**Girls:** height increases, breasts develop, hips widen, pubic hair grows, under arm hair grows, menstruation begins, and voice lowers.

**Boys:** height increases, testicles enlarge, penis grows, pubic hair grows, under arm hair grows, facial hair grows, voice lowers, body hair increases, shoulders broaden.

The changes of puberty make it possible for men and women to become fathers and mothers.

Teacher Discusses:

Egg cells develop in her ovaries even before a girl is born. At puberty, they begin to be released one at a time, once a month. Also once a month, the lining of the uterus thickens and is richly fed by blood, in order to prepare a hospitable environment for an egg which has been fertilized. If no egg is fertilized, this lining sheds and is eliminated through the vagina during the monthly menstruation. Once a girl has started to menstruate (or "have a monthly period,") she is physically able to become pregnant. But the body (and emotions) takes several more years to fully develop into adulthood, even after menstruation begins.

Sperm cells begin to develop in the testes or testicles at the time of puberty. At puberty, they are released in the white, thick secretion called "semen." This occurs through an ejaculation from the penis which has temporarily become engorged and erect. Erection and ejaculation occur not only during sexual activity but also can occur during sleep, known as "wet dreams," or while awake while thinking about sex. Once a boy begins to have ejaculations, he is physically able to make a female pregnant. Just as in
girls, however, it takes several more years for the body (and mind) to develop fully into adulthood, even after ejaculations begin.

6. Evaluation (8 minutes)

- Teacher states the topics that will be covered in the unit. They include: Male Anatomy, Female Anatomy, Pregnancy and birth, Teen Pregnancy, STD’s, HIV and AIDS, Communication, and Sexual Pressures.
- Teacher asks students if they have any questions about what was discussed or future topics.
- Teacher again emphasizes that all students are now expected to meet the ground rules that they came up with at the beginning of the class period.
- Teacher assigns the class to write in their journals describing at least one thing they learned today and one thing that they hope to learn more about. They should also list one question that they have about the Sexuality Unit.
- To end the class period the class does “The Whip” giving one word that describes how they felt about the class period.